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ABSTRACT

This set of 6 modules on patient body mechanics is 1 of 11 sets in the Health Occupations Education I instructional package for the first year of a 2-year course of study. The materials are designed to prepare students through individualized instruction for entry-level job opportunities on health care teams in a variety of practice settings. Each module may contain some or all of the following components: introduction, directions with materials needed to complete the module, objective, learning activities, student information, student self-check, check-out activities, and evaluator's final checklist to rate student performance. Modules cover these tasks: transporting patients; transporting injured victims; admitting, transferring, and discharging patients; positioning patients; performing range of joint motion exercises; and ambulating patients. (YLB)

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HEALTH OCCUPATIONS EDUCATION I

MODULE NO. IV-A to IV-F

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TRANSPORTING PATIENTS

INTRODUCTION

Transporting patients is one of the basic skills performed by a health assistant. A previous knowledge of body mechanics is important when performing these transporting activities in order to prevent harm to both the patient and the health worker. In this module you will be learning how to transport patients by stretcher and transfer sheet, three-person lift, and wheelchair.

DIRECTIONS

In order to complete this module you will need patient, stretcher, wheelchair, hospital bed, and necessary linen.

Read the objective. If you think you are able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

1. Given a patient who must be transferred from a bed to a stretcher and back to a bed, with the assistance of a co-worker, assist in moving the patient, using a drawsheet. The following criteria must be met.

    a. The patient must be moved in a safe manner to prevent injury to the patient.
    b. Good body alignment must be observed.

2. Given a patient who must be transferred from a bed to a stretcher and back to a bed, with the assistance of two co-workers, assist in moving the patient using a three-person lift. The following criteria must be met.

   a. The patient must be moved in a safe manner to prevent injury to the patient.
   b. Good body alignment must be observed.

3. Given a wheelchair and a patient who can stand, assist the patient from a bed to a wheelchair and back to the bed. The patient's body must be aligned and supported to insure her/his safety throughout the procedure, and good body alignment must be observed.

LEARNING ACTIVITIES

1. REVIEW the information about good body alignment practices in Nursing Skills for Allied Health Services, pp. 59-98.

   and/or _____

2. READ pages 159-171 in Nursing Skills for Allied Health Services to learn about transferring patients.

   and/or _____

3. COMPLETE Student Self-Check, TERMINOLOGY.

4. READ Student Information, THREE-PERSON LIFT.

   and/or _____

5. VIEW Trainex filmstrip, "Lifting and Moving Patients."

   and/or _____

6. COMPLETE Student Self-Check, LIFTING AND MOVING PATIENTS.

7. VIEW Trainex filmstrip, "Transfer Activities and Ambulation."

   and/or _____

8. COMPLETE Student Self-Check, TRANSFER ACTIVITIES AND AMBULATION.

9. PRACTICE transferring the patient, using stretcher and drawsheet, three-person lift, and wheelchair.

   (and/or)_____

10. ARRANGE with your evaluator to complete this module by going through the Check-Out Activity.

STUDENT SELF-CHECK

Terminology

On a separate sheet of paper, match the words in Column A to their definitions in Column B. Check your answers with the key.

Column A

1. Body alignment
2. Extremities
3. Transporting
4. Friction
5. Pivot
6. Flex
7. Extend
8. Hyperextend
9. Trunk (torso)
10. Stability

Column B

A. Turn

B. Body, not including the head, arms and legs

C. Bend apart

D. Arms and legs

E. Straighten out a part

F. Good balance, not having tendency to tip or fall

G. The relationship of one part of the body to another so that no unnecessary strain is placed on the bones or muscles

H. Rubbing two surfaces together

I. Moving

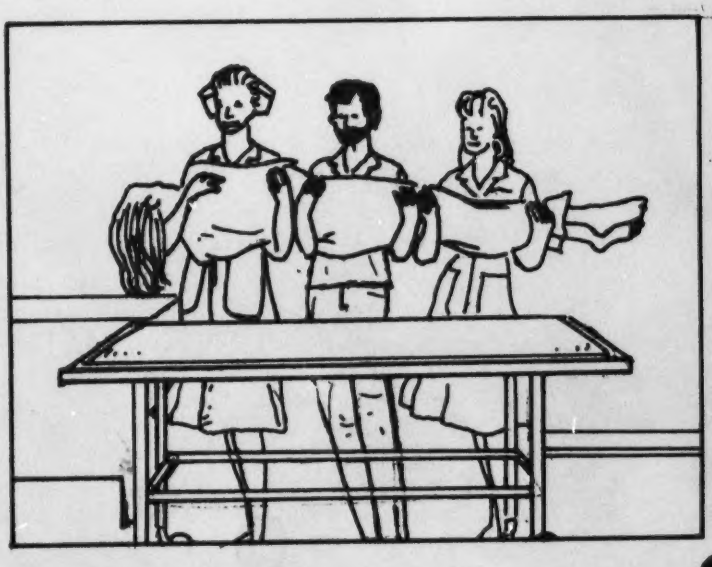
J. Straighten a part beyond normal range

STUDENT INFORMATION

Three-Person Lift

The three-person lift is used to transfer a helpless patient from a bed to a stretcher or back again. The following procedure is used.

1. Move the stretcher to the side of the bed and get it ready for the transfer.
2. Place the stretcher at a right angle to the foot of the bed and lock the brakes on the wheels.
3. Arrange among the team members the count that will be used to pick up the patient.
4. All three team members stand on the side of the bed from which the patient is going to be moved.
5. The person in charge should stand at the head to give directions and the count.
6. The other team members stand next to each other along the bedside, facing the patient. One member stands by the patient's hips and the third member stands at the patient's legs.
7. The person in charge gives the signal and all three team members step forward with the same foot and flex their knees and hips. The person in charge places her/his arms under the patient's neck and back. The second person places her/his arms under the patient's back and upper thighs. The third person places her/his arms under the patient's lower thighs and calves of the lower leg.
8. When the person in charge gives another signal, team members straighten up, lift the patient and turn the patient toward their chests.
9. Another signal is given; team members make a slow turn and walk to the stretcher. All movements must be smooth so the patient will be as comfortable as possible.
10. After the patient is placed on the stretcher, the safety strap should be placed over the patient and secured.
11. Make sure the patient is covered with a sheet and is comfortable.
12. To move the patient back to the bed the same procedure is used.



STUDENT SELF-CHECK

Lifting and Moving Patients

Read each statement and select the best answer. Record your response on a separate sheet of paper. Check your answers with the key.

1. Which one of the following is not a reason for changing a person's position?

   a. To prevent decubitus ulcers
   b. To cause discomfort for the patient
   c. To prevent contractures
   d. To change sheets

2. When a patient is transferred back to bed, what should be placed within easy reach?

   a. Stretcher
   b. Pillow
   c. Footboard
   d. Call button

3. An incident report is written

   a. Daily
   b. When an injury occurs
   c. Upon patient release
   d. After patient surgery

4. If an IV is running while the patient is being transferred, you will need a

   a. Standard
   b. Guerny
   c. Transfer sheet
   d. Wheelchair

5. Which of the following is the safest when a heavy, helpless patient needs to be transferred?

   a. Three-person lift
   b. Wheelchair
   c. Hoyer lift
   d. Crutches

STUDENT SELF-CHECK

Transfer Activities and Ambulation

Read each statement and select the best answer. Record your responses on a separate sheet of paper. Check your answers with the key.

1. When assisting a patient to sit up, start the patient in the _____ position.

   a. Supine
   b. Lateral
   c. Prone
   d. Sims'

2. When transferring patients, the patient is taught to use the _____ side to move the _____ side.

   a. Involved, uninvolved
   b. Uninvolved, involved
   c. back, front
   d. front, back

3. What is one of the most limited forms of patient ambulation?

   a. Wheelchair
   b. Walker
   c. Stretcher
   d. Crutches

4. When assisting a patient to put on a leg brace, start the patient in the _____ position.

   a. Supine
   b. Lateral
   c. Prone
   d. Sims'

5. A raised toilet seat, installed at a height of _____ cm (_____ in.) from the floor, makes transferring easier for some patients.

   a. 20.32 cm (8 in.)
   b. 40.64 cm (16 in.)
   c. 60.96 cm (24 in.)
   d. 81.28 cm (32 in.)

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, TRANSPORTING PATIENTS.

You will be given the patient, wheelchair, necessary linen, and a stretcher. Accomplish the following:

1. Transfer a patient from a bed to a stretcher and back to the bed, using a drawsheet.

2. Transfer a patient from a bed to a stretcher and back to the bed, using the three-person lift.

3. Transfer a patient from a bed to a wheelchair and back to the bed.

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of transporting patients.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When transfering the patient from the bed to the stretcher and back to the bed, using the drawsheet, the student:				
a. moved the patient in a safe manner, preventing injury to the patient or to himself/herself.	[ ]	[ ]	[ ]	[ ]
b. Practiced good body alignment.	[ ]	[ ]	[ ]	[ ]
2. When transferring the patient from the bed to the stretcher and back to the bed, using the three-person lift, the student:				
a. Moved the patient in a safe manner, preventing injury to the patient or to himself/herself.	[ ]	[ ]	[ ]	[ ]
b. Practiced good body alignment.	[ ]	[ ]	[ ]	[ ]
3. When transferring a patient from the bed to a wheelchair and back to the bed, the student:				
a. Moved the patient in a safe manner, keeping patient's body aligned and supported properly.	[ ]	[ ]	[ ]	[ ]
b. Practiced good body alignment.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. G
2. D
3. I
4. H
5. A
6. C
7. E
8. J
9. B
10. F

STUDENT SELF-CHECK KEY

Lifting and Moving Patients

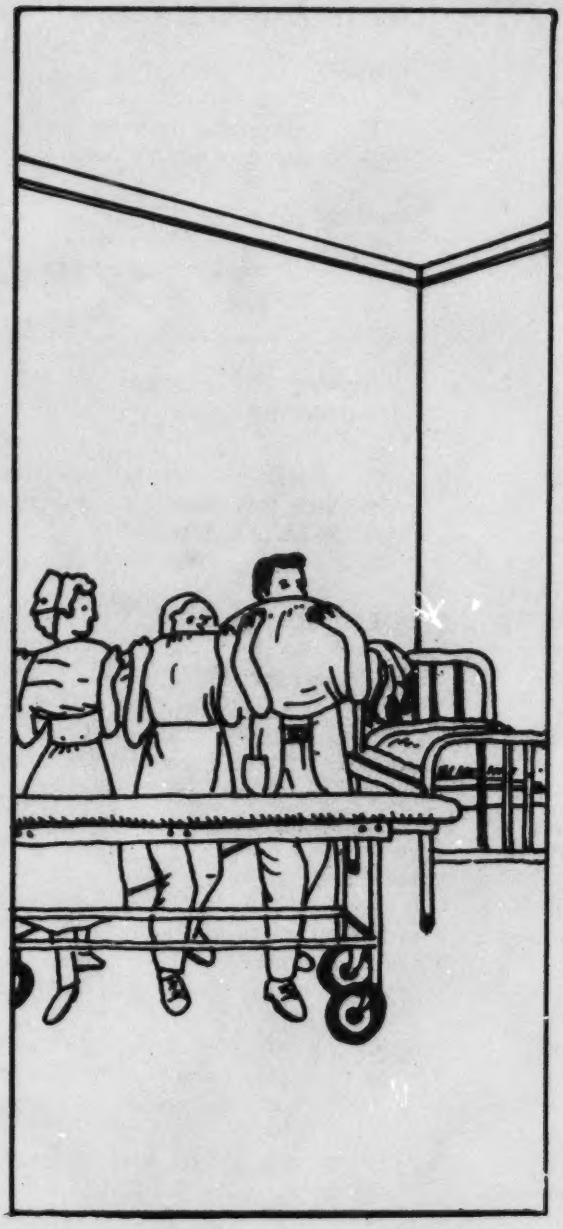
1. B
2. D
3. B
4. A
5. C

STUDENT SELF-CHECK KEY

Transfer Activities and Ambulation

1. A
2. B
3. C
4. A
5. D

TRANSPORTING INJURED VICTIMS



INTRODUCTION

Transporting injured victims is an essential part of any first aid training. It is very important for the health assistant to know how to transport a victim safely after an injury has occurred in order to prevent further injury. Since injuries should be treated before transporting the victim, this module is based on and preceded by studies of bandaging patients and applying splints. In this module you will be learning how to transport injured victims.

DIRECTIONS

In order to complete this module you will need a chair, a blanket, and two poles for each three students. Before you start work on this module, be sure you have completed the modules entitled, "Bandaging Patients," and "Applying Splints."

Read the objectives. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVES

1. Provided a victim simulating an injury, move the victim from the area by the shoulder-drag method. Good body alignment must be used by the first aid attendant, and the victim's head must be well supported.

2. Provided a blanket and a victim simulating an injury, move the victim from the area using the blanket-drag method. Good body alignment must be used by the first aid attendant; the victim's head must be well supported.

3. Provided a chair and a victim simulating an injury, move the victim from the area with the help of another first aid attendant. Good body alignment must be used by the first aid attendants who should walk with alternating footsteps.

4. Provided a victim simulating an injury, move the victim from the area using the carry-by-extremities method. Two first aid attendants must participate. Good body alignment must be maintained at all times; the victim's head, shoulders, and legs should be well supported.

5. Provided a victim simulating an injury, with one other first aid attendant move the victim from the area using the two-person carry. Good body alignment must be used and the victim's legs and shoulders should be well supported.

6. Provided a victim simulating an injury and two other first aid attendants, move the victim from the area using the three-person hammock carry. A signal must be used to lift the victim; good body alignment must be used; the victim's entire body must be well supported during the procedure.

LEARNING ACTIVITIES

1. READ pages 253-288 in Multimedia Standard First Aid Workbook.

   (and/or) _____

2. VIEW Multimedia Standard First Aid Film on Transporting Victims.

   (and/or) _____

3. PRACTICE transporting victims.

   (and/or) _____

4. COMPLETE Student Self-Check, TRANSPORTING VICTIMS.

5. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Transporting Victims

Read each statement and determine whether it is True or False. On a separate sheet of paper record your responses. Mark "T" for True and "F" for False. Compare your answers with the key.

1. If you must move a victim to safety before checking for injuries, keep the victim's body in a straight line.

2. People who may have had head injuries or back injuries should be moved using the blanket-drag method.

3. If a victim is unconscious, the two-person carry should be used.

4. When using the three-person hammock carry, it is necessary to have a count signal to lift the victim.

5. When using the blanket-drag or shoulder-drag method to move a victim, it is necessary to support the head.

6. If the carry-by-extremities method must be used, one first aid attendant stands on each side of the victim.

7. If a victim must be moved before a fractured arm is splinted, hold the broken part during transport to keep it from moving.

8. If the first aid attendants are not familiar with transporting victims, it is best to practice the procedure first on an uninjured person.

CHECK-OUT ACTIVITIES

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, TRANSPORTING INJURED VICTIMS.

You will be given a simulated victim, a blanket, a chair, and poles. Transport the injured victim using the following methods:

1. Shoulder-drag
2. Blanket-drag
3. Two-person-carry
4. Carry-by-extremities
5. Three-person hammock carry
6. Chair-lift

TRANSPORTING INJURED VICTIMS

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of transporting injured victims.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When transporting the victim using the shoulder-drag method, the student:				
A. Maintained good body alignment	[ ]	[ ]	[ ]	[ ]
B. Supported the victim's head	[ ]	[ ]	[ ]	[ ]
2. When transporting the victim using the blanket-drag method, the student:				
A. Maintained good body alignment	[ ]	[ ]	[ ]	[ ]
B. Supported the victim's head.	[ ]	[ ]	[ ]	[ ]
3. When transporting the victim using the chair-lift method, the student:				
A. Maintained good body alignment	[ ]	[ ]	[ ]	[ ]
B. Alternated footsteps with the other first aid attendant	[ ]	[ ]	[ ]	[ ]
4. When transporting the victim using the carry-by-extremities method, the student:				
A. Maintained good body alignment	[ ]	[ ]	[ ]	[ ]
B. Supported the victim's head, shoulders, and legs.	[ ]	[ ]	[ ]	[ ]
5. When transporting the victim using the two-person carry, the student:				
A. Maintained good body alignment	[ ]	[ ]	[ ]	[ ]
B. Supported the victim's legs and shoulders.	[ ]	[ ]	[ ]	[ ]

TRANSPORTING INJURED VICTIMS
(Continued)

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of transporting injured victims.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
6. When transporting the victim using the three-person hammock carry, the student:				
A. Used a signal to lift the victim	[ ]	[ ]	[ ]	[ ]
B. Maintained good body alignment	[ ]	[ ]	[ ]	[ ]
C. Supported the victim's entire body during the procedure	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Transporting Victims

1. T
2. F
3. F
4. T
5. T
6. F
7. T
8. T

ADMITTING, TRANSFERRING, AND DISCHARGING PATIENTS

INTRODUCTION

Admitting, transferring, and discharging patients are basic tasks of the health assistant. The manner in which these procedures are performed influences, to a great degree, how the patient reacts to his/her hospital stay. While performing these tasks you will be using previously learned skills, such as taking vital signs and assisting with the physical exam. This module is based on your previous studies of body mechanics. In this module you will be learning how to admit, transfer, and discharge patients.

DIRECTIONS

In order to complete this module you will need physician's orders, a patient, and the patient's personal belongings.

Before you start to work on this module, be sure you have completed the module entitled, "Transporting Patients."

Read the objectives. If you think that you are already able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities.

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities inside this module and go through them in the order in which they are listed.

OBJECTIVES

1. Given a patient to be admitted and the necessary equipment and supplies, assist with processing the patient for

admission. A checklist will be used to rate your performance. All items must be fully accomplished.

2. Given a patient and a transfer order, assist with transferring the patient. The following criteria must be met:

   A. The patient must be moved safely without undue discomfort or injury.

   B. All the patient's belongings must be transferred.

   C. The patient must be introduced to unit, if appropriate.

   D. Proper body mechanics must be used for both patient and health assistant.

3. Given a discharge order, assist with the discharge procedure. The following criteria must be met:

   A. All of the patient's belongings must be packed.

   B. The patient must be transported safely without undue discomfort or injury.

LEARNING ACTIVITIES

1. READ about admission, transfer, and discharge in your text, Nursing Skills for Allied Health Services, pp. 428-438.

   (and/or)_____

2. COMPLETE Student Self-Check, TERMINOLOGY.

3. VIEW Trainex filmstrip, "Admission and Discharge."

   (and/or)_____

4. COMPLETE Student Self-Check, ADMISSION AND DISCHARGE.

5. PRACTICE admitting, transferring, and discharging patients.

   (and/or)_____

6. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers against the key.

Column A

____ 1. Sphygmomanometer

____ 2. Urine

____ 3. Dyspnea

____ 4. Ambulatory

____ 5. Valuables

____ 6. Prosthesis

____ 7. Transfer

____ 8. Objective symptoms

____ 9. Subjective symptoms

Column B

A. Jewelry, dentures, prosthesis are examples

B. Move a patient from one unit to another.

C. Able to walk.

D. Symptoms you can see, such as bruises, cuts, scratches, swelling.

E. Liquid waste.

F. Symptoms you can only feel, such as pain, nausea, and itching.

G. Difficult or labored breathing.

H. Artificial Limb.

I. Blood pressure cuff.

STUDENT SELF-CHECK

Admission and Discharge

Read each statement and determine whether it is True or False. Record your response on a separate sheet of paper. Compare your answers with the key.

1. When you get a patient's room ready for admission, you should lower the bed.

2. When admitting a patient, your voice should be matter-of-fact and calm.

3. When you take a patient to his/her room, you should introduce the patient to the roommate.

4. Valuables should be taken home by the family, if possible.

5. When transferring a patient from one unit to another, it is unimportant to give oral reports.

6. When discharging a patient, ask the patient to walk to the car.

7. When discharging a patient, it is your responsibility to make sure all the patient's belongings are packed.

8. A patient can keep the medicines brought from home with him/her in the hospital.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, ADMITTING, TRANSFERRING, AND DISCHARGING PATIENTS.

You will be given a patient with the proper physician's orders and the necessary equipment and supplies. Assist with admitting, transferring and discharging the patient.

ADMITTING, TRANSFERRING, AND DISCHARGING PATIENTS

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of admitting, transferring, and discharging patients.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When assisting with admitting the patient, the student:				
A. Prepared environment.	[ ]	[ ]	[ ]	[ ]
B. Greeted patient and made appropriate introductions.	[ ]	[ ]	[ ]	[ ]
C. Oriented patient to room, equipment and policies.	[ ]	[ ]	[ ]	[ ]
D. Provided for patient's privacy.	[ ]	[ ]	[ ]	[ ]
E. Assisted with undressing and dressing.	[ ]	[ ]	[ ]	[ ]
F. Secured patient's valuables and/or medications.	[ ]	[ ]	[ ]	[ ]
G. Checked and recorded vital signs.	[ ]	[ ]	[ ]	[ ]
H. Obtained or made arrangements for obtaining applicable routine specimens.	[ ]	[ ]	[ ]	[ ]
I. Provided for patient's comfort and safety.	[ ]	[ ]	[ ]	[ ]
J. Recorded procedure and observations.	[ ]	[ ]	[ ]	[ ]
2. When assisting with transferring the patient, the student:				
A. Moved the patient safely without undue discomfort or injury.	[ ]	[ ]	[ ]	[ ]
B. Transferred all the patient's belongings.	[ ]	[ ]	[ ]	[ ]
C. Introduced the patient to the unit.	[ ]	[ ]	[ ]	[ ]
D. Used proper body mechanics for patient and health assistant.	[ ]	[ ]	[ ]	[ ]
3. When assisting with discharging the patient, the student:				
A. Packed all of the patient's belongings.	[ ]	[ ]	[ ]	[ ]
B. Transported the patient safely without undue discomfort or injury.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

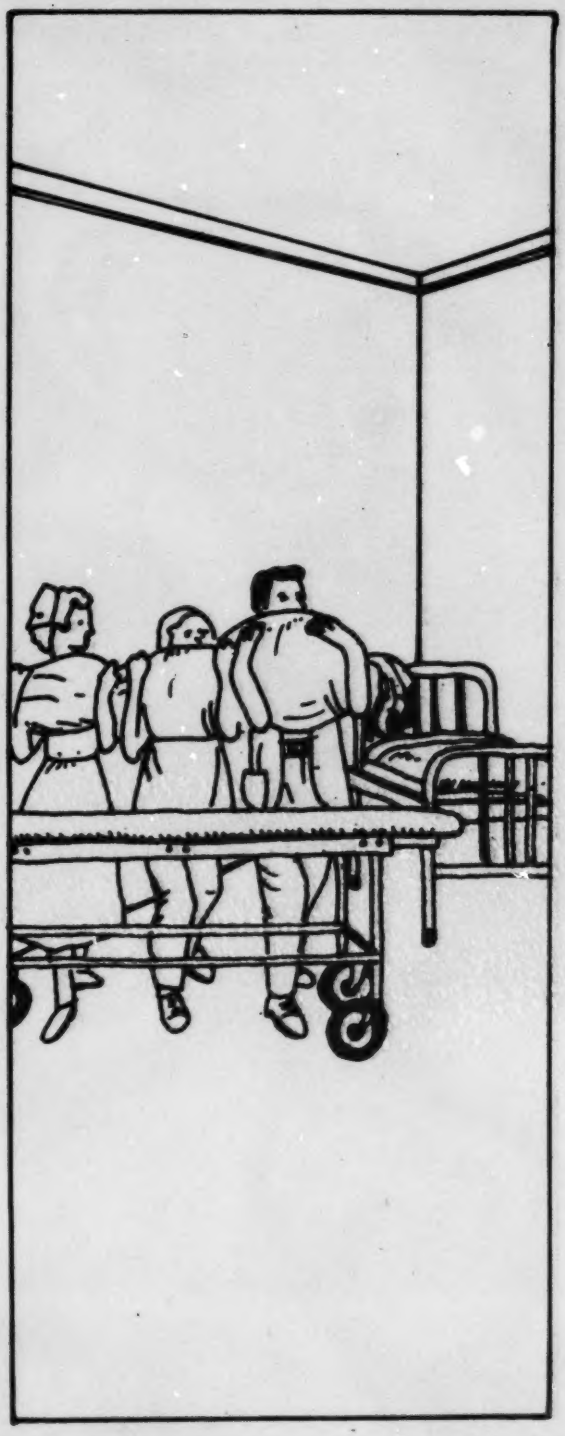
1. I
2. E
3. G
4. C
5. A
6. H
7. B
8. D
9. F

STUDENT SELF-CHECK KEY

Admission and Discharge

1. T
2. F
3. T
4. T
5. F
6. F
7. T
8. F

POSITIONING PATIENTS



INTRODUCTION

Positioning patients, using proper body alignment and good support, is essential in the care of bedridden patients. Without this proper positioning, complications such as contractures (permanent shortening of the muscles) and decubitus ulcers (bed sores) can develop. This task is directly related to prior studies of body mechanics and to future studies of the personal care of the patient. Because this task is an essential part of the care for patients, it is a responsibility that lies within the role of the health assistant. In this module you will be learning the proper way to position patients.

DIRECTIONS

In order to complete this module you will need:

1. A patient in a hospital bed
2. Pillows
3. Trochanter roll (or alternative)
4. Washcloths
5. Towel
6. Handroll

Before you start to work on this module, be sure you have completed the module entitled, "Transporting Patients."

Read the objective. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator about doing the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the task, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a patient who is unable to turn herself/himself and the necessary supplies, position the patient in the Sims', prone, and supine positions. Adequate circulation must be maintained and the patient's body must be well supported and in good alignment.

LEARNING ACTIVITIES

1. READ about positioning patients in your text, Nursing Skills for Allied Health Services, pp. 99-123.

   (and/or) _____

2. STUDY Student Information, METHODS OF POSITIONING.

   (and/or) _____

3. COMPLETE Student Self-Check, TERMINOLOGY.

4. VIEW Trainex filmstrip, "Positioning to Prevent Complications."

   (and/or) _____

5. COMPLETE Student Self-Check, POSITIONING TO PREVENT COMPLICATIONS.

6. PRACTICE positioning patients in supine, Sims', and prone positions.

   (and/or) _____

7. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

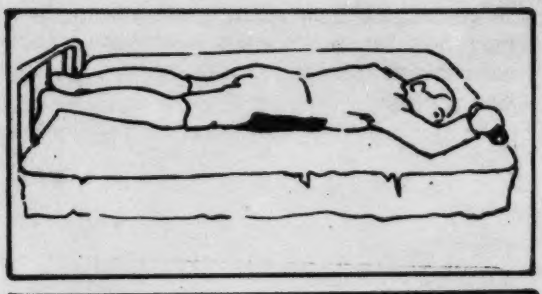
STUDENT INFORMATION

Methods of Positioning

The illustrations below will help you visualize some of the positions used for changing a patient's position. These positions are used to keep patients comfortable and free from bed sores.

Supine Positions

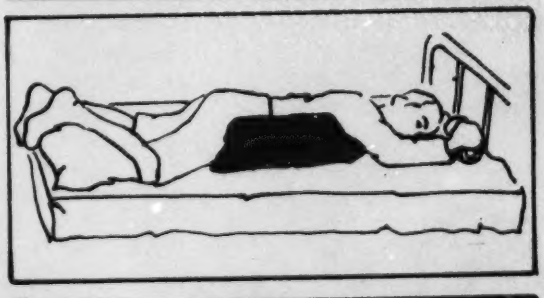
In this supine position the patient's weak hand is tucked under the pillow with the fingers open.



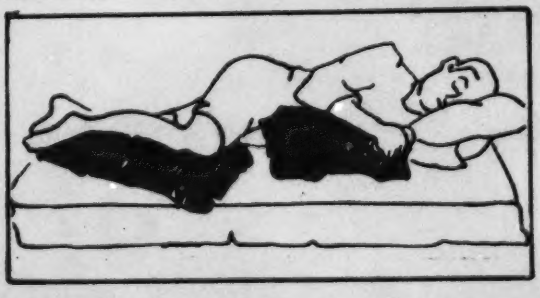
Prone

In this prone position a flat pillow is placed under the patient's abdomen and the toes hang over the end of the mattress. A handroll is placed under the patient's weak hand to keep the fingers open.

When the patient's toes cannot hang over the end of the mattress, a large pillow can be used to support the patient's feet from resting on the mattress.



Sometimes a pillow tucked under the weak side of a patient's body helps the patient lie on the good side. Another pillow is placed under the patient's legs.



In this side-lying position, a pillow is used to support the weak arm. Another pillow is used to support the weak leg.

STUDENT INFORMATION

Methods of Positioning (Continued)

A pillow tucked under the weak side of the body helps the patient lie on the good side. Another pillow is placed under the patient's legs.

When neglected, patients develop contractures from poor bed positioning. Notice the posture deformities that can result from faulty bed positioning.

Poor posture during prolonged bedrest may lead to deformed posture.

STUDENT SELF-CHECK

Terminology

Match the words in Column A with their definitions in Column B. Record your answers on a separate sheet of paper. Check your answers against the key.

Column A

1. Contracture
2. Decubitus ulcer
3. Femur
4. Trochanter roll
5. Foot drop
6. Bed cradle
7. Prone
8. Supine
9. Alignment
10. Flex

Column B

A. placed over the bed to prevent covers from touching patient

B. the relationship of body parts so that no part receives too much strain

C. bend

D. thigh bone

E. permanent shortening of muscles

F. hyperextension of the foot that results in damage of calf muscles

G. lying on back

H. bed sore

I. used to keep the leg from rotating outward

J. lying on stomach

STUDENT SELF-CHECK

Positioning to Prevent Complications

Answer the following questions on a separate sheet of paper. Check your answers with the key.

1. How often should a patient be turned?

   A. every 3 hours
   B. every shift change
   C. every 2 hours
   D. every 4 hours

2. A trochanter roll is used to:

   A. keep the leg from rotating outward.
   B. keep the knees flexed.
   C. support the arms.
   D. support the back.

3. In which position is the patient less likely to develop decubitus ulcers?

   A. Fowler's
   B. Side-lying
   C. Supine
   D. Prone

4. When lying on the side, the patient should have pillows in the following positions:

   A. under head and shoulders, under feet, and behind back.
   B. under head, between knees and ankles, and under top arm.
   C. behind back and between knees.
   D. under feet, under head and shoulders.

5. Inactivity can cause complications with which system?

   A. musculoskeletal
   B. respiratory
   C. nervous
   D. all of the above

CHECK-OUT ACTIVITIES

Positioning Patients

The statement below explains the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, POSITIONING PATIENTS.

You will be given a patient in a hospital bed and the necessary supplies. Position the patient in the proper manner in the Sims', prone, and supine positions.

POSITIONING PATIENTS

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of positioning patients.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When positioning the patient in the Sims', prone, and supine positions, the student:				
1. Maintained adequate circulation.	[ ]	[ ]	[ ]	[ ]
2. Supported the body parts adequately.	[ ]	[ ]	[ ]	[ ]
3. Maintained good body alignment.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. E
2. H
3. D
4. I
5. F
6. A
7. J
8. G
9. B
10. C

STUDENT SELF-CHECK KEY

Positioning to Prevent Complications

1. C
2. A
3. D
4. B
5. D

PERFORMING RANGE OF JOINT MOTION EXERCISES

INTRODUCTION

Range of motion exercises are vital to a patient's well-being since they prevent complications in his/her physical condition which may result from inactivity. These exercises which put the body joints through a complete rotation are frequently performed by the health assistant as they are an important part of the patient's physical therapy. Your previous studies of body alignment will aid you in performing these exercises. In this module, you will be learning how to assist the patient in range of motion exercises.

DIRECTIONS

In order to complete this module you will need a patient and a bed.

Before you start to work on this module, be sure you have completed the module, TRANSPORTING PATIENTS.

Read the objective below. If you think you are able to perform this task, read the Check-Out Activities. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVE

Provided a patient in a hospital bed, assist him/her with fullest range of motion exercises possible without causing pain or forcing movement upon resistance. Each body part must be supported and joints moved without causing pain.

LEARNING ACTIVITIES

1. REVIEW pp. 59-98 in your text, Nursing Skills for Allied Health Services,

   (and/or)_____.

2. READ pp. 130-141 in your text, Nursing Skills for Allied Health Services, to learn about range of motion exercises,

   (and/or)_____.

3. COMPLETE Student Self-Check, TERMINOLOGY.

4. STUDY the illustrations in Student Information, PERFORMING RANGE OF JOINT MOTION EXERCISES,

   (and/or)_____.

5. VIEW Trainex filmstrip, "Range of Motion Exercises to Prevent Contractures,"

   (and/or)_____.

6. COMPLETE Student Self-Check, PERFORMING RANGE OF JOINT MOTION EXERCISES.

7. PRACTICE performing range of joint motion exercises on three different classmates,

   (and/or)_____.

8. ARRANGE with your evaluator to complete this module by going through the Check-Out Activities.

STUDENT SELF-CHECK

Terminology

Read the terms below. On a separate sheet of paper match them to their appropriate definitions. Then find the word in the puzzle. The terms may be listed across, down, diagonally, or backwards. Circle the ten terms on the puzzle. Compare your completed puzzle with the key.

TERMS

1. active
2. passive
3. rotation
4. pronation
5. supination
6. rehabilitation
7. unconscious
8. contracture
9. abduction
10. adduction

DEFINITIONS

A. The process of turning a body part.

B. The palm of the hand is facing upward.

C. Movement (exercise) done by a person without assistance.

D. Permanent shortening of a muscle.

E. Restoring one's health to the best possible condition.

F. Movement away from the center of the body.

G. Movement (exercise) of a person's body by another individual.

H. Movement towards center of body.

I. The palm of the hand is facing down.

J. Unresponsive, not aware of surroundings.

STUDENT SELF-CHECK (contd.)

Terminology

E	X	C	O	N	T	R	A	C	T	U	R	E	U
E	R	E	S	I	S	J	I	O	L	I	T	K	N
L	I	N	T	R	U	T	I	C	H	A	R	D	C
P	S	T	V	U	P	A	S	S	I	V	E	N	O
R	E	H	A	B	I	L	I	T	A	T	I	O	N
O	N	A	R	S	N	O	S	T	D	L	M	I	S
N	A	L	O	C	A	T	P	R	D	A	E	T	C
A	T	M	T	D	T	A	T	I	U	N	S	C	I
T	C	D	A	G	I	S	E	L	C	I	L	U	O
I	B	T	T	N	O	P	R	E	T	U	T	D	U
O	R	L	I	I	N	R	A	T	I	O	N	B	S
N	E	O	O	V	G	O	N	G	O	L	O	A	T
S	I	V	N	E	E	S	U	I	N	O	C	R	A

STUDENT INFORMATION

Performing Range of Joint Motion Exercises

The following 13 exercises are illustrated for you so that you may practice performing range of joint motion exercises.

EXERCISE 1

Starting position: Place one hand above the patient's elbow. Hold the patient's hand with your other hand.

Step 1. Lift the patient's arm up from the side of the body.

Step 2. Move the arm slowly and gently towards the patient's head as far as it will go without hurting the patient.

Step 3. The arm may be bent at the elbow if the headboard does not permit the arm to be carried all the way back.

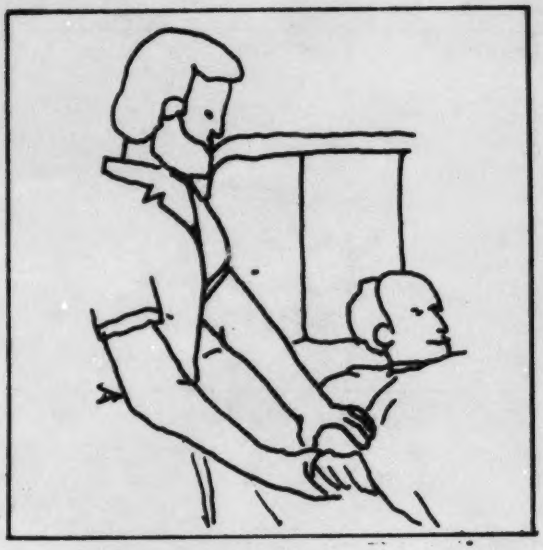
Step 4, 5. Move the arm back to the starting position. Repeat the exercise at least three times.

Note: You should be able to do the steps one after the other without stopping between them.

Perform this exercise and the others with the good hand or leg, as well as with the weak one.

EXERCISE 2

Starting position: Place one hand above the patient's elbow. Hold the patient's hand with your other hand.



Step 1. Keep the patient's arm straight and move it away from the body.

Step 2, 3. Move the arm slowly and gently around toward the head as far as it will go without hurting the patient. Return the arm to the starting position. Repeat this procedure at least three times.

EXERCISE 3

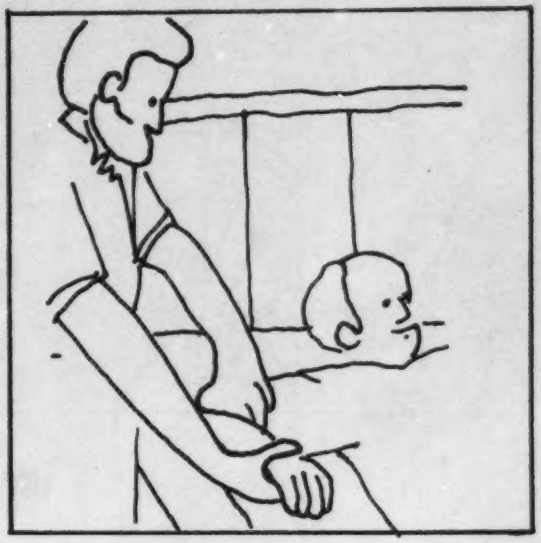
Starting position: Place one hand on patient's arm above the elbow. Hold the patient's hand with your other hand.

Steps 1, 2. Lift arm and move it across the patient's chest.

Step 3. Return arm to the starting position. Repeat at least three times.

EXERCISE 4

Starting position: Place the arm with the elbow bent and pointed away from the body. Hold the upper arm against the bed.



Step 1. Lift the lower arm and hand.

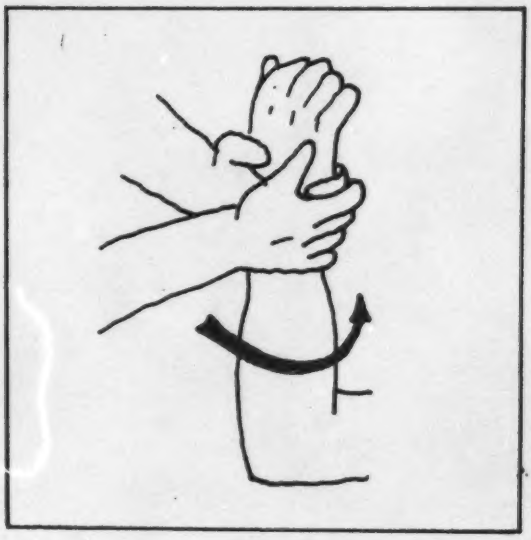
Step 2. Move the lower arm and hand slowly and gently back toward the head as far as you can without hurting the patient. Keep holding the upper arm in place against the bed.

Step 3. Return arm to the starting position. Repeat at least three times.

EXERCISE 5

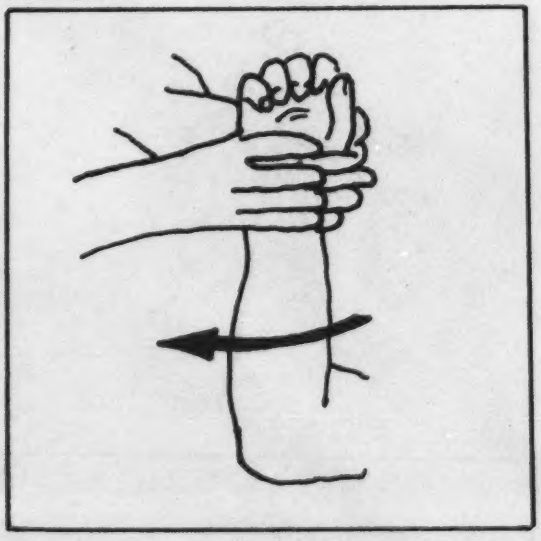
Starting position: Raise the patient's hand. Hold it upright, with the elbow resting on the bed.

Step 1. Twist the palm of the hand toward the patient's face.



Step 2. Twist the palm of the hand back toward the patient's feet.

Step 3. Return arm to starting position. Repeat at least three times.



EXERCISE 6

Starting position: Hold the patient's wrist with one hand and the patient's hand with your other hand.

Step 1. Keep the fingers of the patient's hand straight. Bend the hand backward.

Step 2. Straighten the hand.

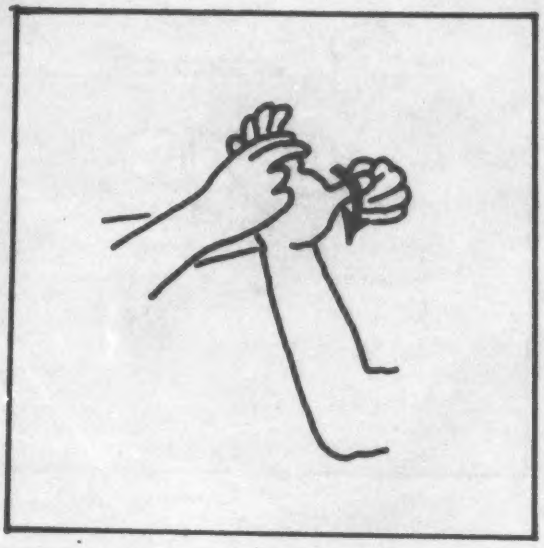
Step 3. Now bend the hand forward, closing the fingers to make a fist. Open the hand. Repeat the exercise at least three times.

EXERCISE 7

Step 1. Hold the patient's fingers straight with one hand. With your other hand bend the patient's thumb into the palm of the hand.

Step 2. Pull the thumb back so that it points away from the hand and repeat the exercise.

Step 3. Move the thumb in a circle.



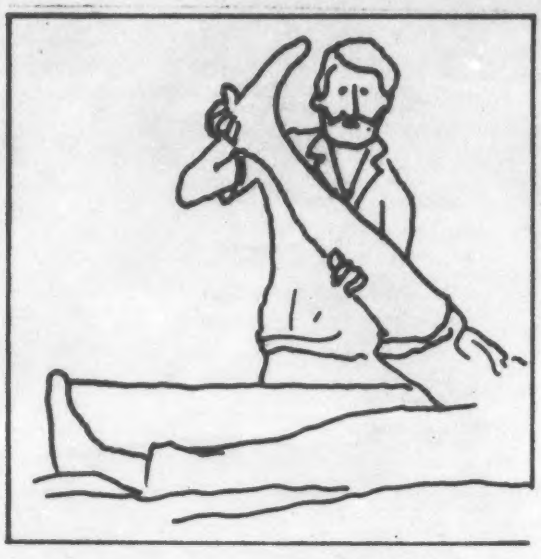
EXERCISE 8

Starting position: Place one hand under the patient's knee and your other hand on the heel of the foot.

Step 1. Lift the leg. Bend it at the knee.

Step 2. Move the leg slowly back toward the patient's head as far as it will go. Do not hurt the patient.

Step 3. Straighten the knee by lifting the foot upward. Lower the leg to the starting position. Repeat the exercise at least three times.



EXERCISE 9

Starting position: Place one hand under the patient's knee and your other hand on the heel of the foot. Lift the leg and bend it to a right angle at the knee.

Step 1. Hold the knee in place and pull the foot toward you.

Step 2. Move the foot back to the starting position.

Step 3. Push the foot away from you. Move the foot back to the starting position. Repeat the exercise at least three times.

EXERCISE 10

Starting position: Place one hand under the patient's knee and your other hand under the heel. Hold the leg straight and lift it about 5.08 cm (2 inches) from the bed.

Step 1. Pull the leg toward you.

Step 2. Push the leg back to the starting position. Repeat the exercise at least three times.

EXERCISE 11

Starting position: Hold the heel of the patient's foot with your hand so that your arm rests against the bottom of the patient's foot. Place your other hand on the patient's ankle.

Step 1. Press your arm against the bottom of the foot to move the foot toward the leg. At the same time, pull on the heel of the foot as if you were trying to stretch the leg.

Step 2. Move your arm back to the starting position.

Step 3. Slide your hand up on the top of the foot below the toes. Push down on the foot to point the toes. At the same time, push up against the heel. Return to the starting position. Repeat the exercise at least three times.

EXERCISE 12

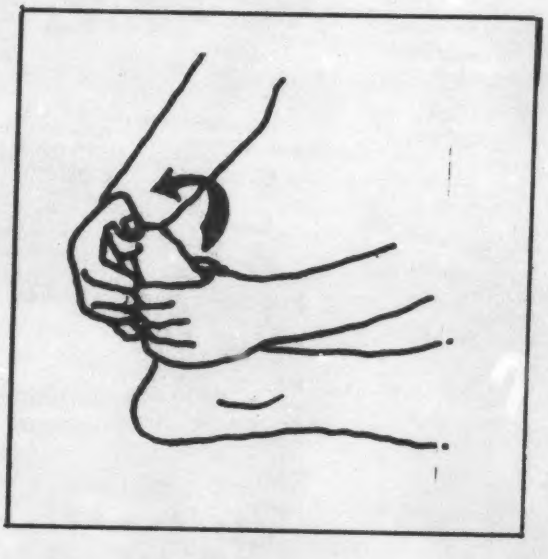
Step 1. Turn the whole foot outward.

Step 2. Turn the whole foot inward.

EXERCISE 13

Step 1. Pull up on the toes.

Step 2. Push down on the toes.



STUDENT SELF-CHECK

Performing Range of Joint Motion Exercises

Read each statement and unscramble the letters to find the correct answers. On a separate sheet of paper record the word and the circled letters. Then, from the circled letters, solve mystery question (No. 10). Compare your answers with the key.

1. A painful and unattractive deformity which is caused by prolonged flexion of muscles is called a r(c)t o n a(r)u e(t)c .

2. When the patient needs the assistance of the nurse to exercise a joint, it is called (s)v i p a s(e) exercise.

3. When a patient is able to do an exercise by himself/herself, it is called an v e t i c a exercise.

4. When you hyperextend the foot by pushing it downward to "point the toes" and push up on the heel at the same t i m e , t h i s i s c a l l e d n s(r)i p t a x l f e(o)i n .

5. When you pull the foot forward and push down on the heel at the same time causing the toes to "point" toward the h e a d , t h i s i s c a l l e d r o s i(d) x l f e(o)i n.

6. The patient should never be exercised to the point of n i a p .

7. To put the patient's hand in supination, y o u w o u l d t u r n t h e p a l m w u r a p(d) .

8. To put the patient's hand in pronation, y o u w o u l d t u r n t h e p a l m d n a d w w(o)(r) .

9. When the patient is performing his/her own exercises by using the unaffected parts to exercise the affected parts, he/she should be observed for r e v o - t x e e n o i r .

10. Where you look to get permission to perform range of joint motion exercises. _____ _____ .

On a separate sheet of paper match each term with its appropriate illustration. Compare your answers to the key.

TERMS

11. extension -

12. flexion -

13. external rotation -

14. abduction -

15. internal rotation -

ILLUSTRATIONS

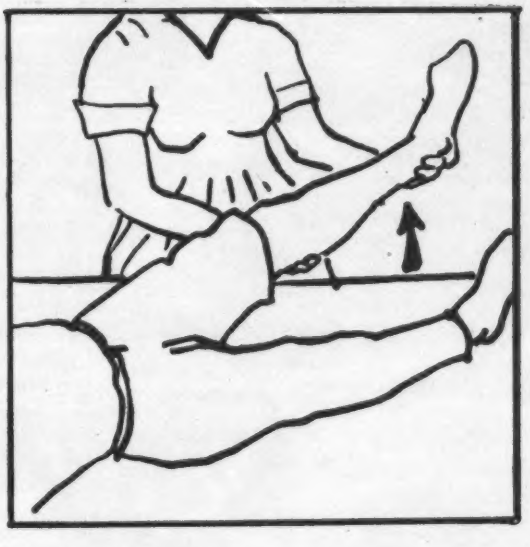
A

B

C

D

E



CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, RANGE OF JOINT MOTION EXERCISES.

You will be given a patient in a hospital bed. Assist the patient with the range of joint motion exercises.

PERFORMING RANGE OF JOINT MOTION EXERCISES

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of performing range of joint motion exercises.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

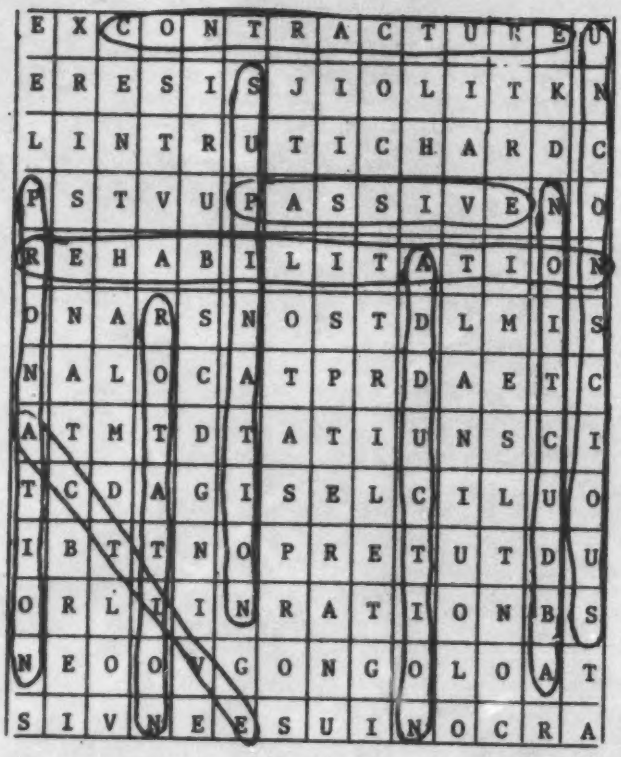
Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
When assisting the patient with range of joint motion exercises, the student:				
1. Supported each body part.	[ ]	[ ]	[ ]	[ ]
2. Moved joints through fullest range of motion possible without causing pain or forcing movement upon resistance.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Terminology

1. C
2. G
3. A
4. I
5. B
6. E
7. J
8. D
9. F
10. H


E X C O N T R A C T U R E U
E R E S I S J I O L I T K N
L I N T R U T I C H A R D C
P S T V U P A S S I V E N O
R E H A B I L I T A T I O N
D N A R S N O S T D L M I S
N A L O C A T P R D A E T C
A T M T D T A T I U N S C I
T C D A G I S E L C I L U O
I B T T N O P R E T U T D U
O R L I I N R A T I O N B S
N E O O V G O N G O L O A T
S I V N E E S U I N O C R A

STUDENT SELF-CHECK KEY

Performing Range of Joint Motion Exercises

LETTERS	WORD
1. C, R, T,	Contracture
2. S, E	Passive
3.	Active
4. R, O	Plantar flexion
5. D, O	Dorsiflexion
6.	Pain
7. D	Upward
8. O, R	Downward
9.	Over-exertion
10.	Doctor's order (Mystery)
11. C	
12. D	
13. B	
14. E	
15. A	

AMBULATING PATIENTS

INTRODUCTION

Ambulating (walking) patients is an important part of the health assistant's duties. This basic task aids in the healing process, possibly preventing further complications and helping to restore the patient to her/his best possible physical condition. Your previous studies of body alignment are important when performing these ambulating activities in order to prevent injury to the patient and yourself.

You will learn how to assist a patient to dangle, to walk with assistance using a walker and/or crutches, and to walk with the health assistant's aid.

DIRECTIONS

In order to complete this module you will need a hospital bed, crutches, and a walker.

Before you start to work on this module, be sure you have completed the module entitled, "Transporting Patients."

Read the objective. If you think you are able to perform this task, read the Check-Out Activity. Then either arrange with your evaluator to do the Check-Out Activities,

or

If you need to complete learning activities in order to be able to do the tasks, find the Learning Activities and go through them in the order in which they are listed.

OBJECTIVES

(1) Provided a bed patient, assist the patient to dangle her/his legs at the side of the bed. The following criteria must be met:

A. Good body alignment for the patient and health worker.
B. Patient's body must be supported.
C. Patient must be attended at all times.

(2) Provided a patient with crutches, assist the patient with crutch walking. The patient must not slip or fall throughout the procedure, and good body alignment must be maintained for the patient and the health assistant.

(3) Provided a walker and a patient, assist the patient to use the walker without slipping or falling throughout the procedure. Good body alignment must be maintained for patient and health assistant.

(4) Provided a patient, assist the patient to ambulate (walk). The patient must not slip or fall throughout the procedure. Good body alignment must be maintained for the patient and health assistant.

LEARNING ACTIVITIES

1. REVIEW body alignment, pp. 59-98 in your text, Nursing Skills for Allied Health Services,

   (and/or) _____

2. READ pp. 141-148 in your text, Nursing Skills for Allied Health Services, to learn about dangling and ambulating patients,

   (and/or) _____

3. VIEW Trainex filmstrip, "Transfer Activities and Ambulation."

   (and/or) _____

4. COMPLETE Student Self-Check, TRANSFER ACTIVITIES AND AMBULATION.

5. READ about the use of walker and crutches in your text, Nursing Skills for Allied Health Services, p. 171-184.

   (and/or) _____

6. COMPLETE Student Self-Check, TERMINOLOGY.

7. VIEW Trainex filmstrip, "Teaching Crutch Walking,"

   (and/or) _____

8. COMPLETE Student Self-Check, TEACHING CRUTCH WALKING.

9. PRACTICE ambulating patients using all four methods.

   (and/or) _____

10. ARRANGE with your evaluator to complete the Check-Out Activities.

STUDENT SELF-CHECK

Transfer Activities and Ambulation

Read each statement and determine whether it is True or False. On a separate sheet of paper record your response. Mark "T" for True and "F" for False. Compare your answers with the key.

1. Strengthening muscles is important in preparing for transfer activities.

2. A patient should have enough strength and balance to sit up alone before trying transfer activities.

3. The bed should be in its highest positon and the patient in the supine position before starting transfer activities.

4. When transferring a patient from the bed to the wheelchair, it is most important to lock the brakes on the wheelchair.

5. You should try to help the patient as much as you can during transfer activities.

6. The distance covered in each patient's step is called a "race."

7. During transfer activities, most of the lifting power should come from the patient's normal leg or arm.

8. It is up to the patient to decide when he/she is strong enough for a tub bath.

9. Before a patient starts the process of walking, he/she should practice getting up and down from a chair to help maintain balance.

10. When assisting the patient in walking, you should walk slightly behind the patient on his/her affected side.

STUDENT SELF-CHECK

Terminology

On a separate sheet of paper match the words in Column A to their definitions in Column B. Check your answers against the key.

COLUMN A

1. ambulation
2. walker
3. crutch palsy
4. gait
5. dangle
6. pace
7. proximal
8. distal
9. pallor
10. locomotion

COLUMN B

A. Complication caused by pressure on nerves in the axilla (armpit) that results in weakness of the arm

B. Distance covered by each step or number of steps per minute

C. To allow legs to hang loosely over edge of bed

D. The closest side

E. Pale

F. A mechanical aid used to help a person walk

G. The side farthest away

H. Manner or style of walking

I. Walking

J. Moving from place to place

STUDENT SELF-CHECK

Teaching Crutch Walking

Read each statement and determine whether it is True or False. On a separate sheet of paper record your response. Mark "T" for True and "F" for False. Compare your answers with the key.

1. Selection of the type of crutch to best serve the patient's needs is determined by the amount and type of disability involved.
2. Crutches must be adjusted to the patient to promote good posture and balance.
3. Hand grips on the crutches are best adjusted while the patient is lying down.
4. Preparatory exercises for walking with crutches should begin while the patient is still confined to bed.
5. Arms and hands do not need to be strengthened before starting crutch walking.
6. The axillae are used to support the weight of the body.
7. The most common form of crutch walking gait is the 3-point gait.
8. The swing-through gait is used for someone with good balance.

CHECK-OUT ACTIVITIES

The statements below explain the activities you must be able to complete in order to finish this module. After you go through the activities, your evaluator will rate your performance using the Evaluator's Final Checklist, AMBULATING PATIENTS.

You will be given a patient in a hospital bed, crutches, and a walker. Accomplish the following:

1. Assist the patient to dangle her/his legs at the side of the bed.
2. Assist the patient with crutch walking.
3. Assist the patient to use the walker.
4. Assist the patient in ambulating.

AMBULATING PATIENTS

Student _____

Date _____

Evaluator's Final Checklist

Check the student's performance in the following elements of ambulating patients.

Place an X in the appropriate box indicating not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, the item was impossible to complete, place an X in the "Not Applicable" box.

Performance Level: All items must receive a rating of FULLY ACCOMPLISHED (or Not Applicable). If any items are rated Not Accomplished or Partially Accomplished, the student and evaluator will discuss this and decide which learning activities must be repeated.

	Student Performance			
	Not Applicable	Not Accomplished	Partially Accomplished	Fully Accomplished
1. When assisting the patient to dangle her/his legs at the side of the bed, the student:				
A. Practiced good body alignment for the patient and health worker.	[ ]	[ ]	[ ]	[ ]
B. Supported body parts being moved.	[ ]	[ ]	[ ]	[ ]
C. Attended the patient at all times.	[ ]	[ ]	[ ]	[ ]
2. When assisting the patient with crutch walking, the student:				
A. Prevented the patient from slipping or falling throughout the procedure.	[ ]	[ ]	[ ]	[ ]
B. Maintained good body alignment for patient and himself/herself.	[ ]	[ ]	[ ]	[ ]
3. When assisting the patient to use the walker, the student:				
A. Prevented the patient from slipping or falling throughout the procedure.	[ ]	[ ]	[ ]	[ ]
B. Maintained good body alignment for patient and himself/herself.	[ ]	[ ]	[ ]	[ ]
4. When assisting the patient to ambulate, the student:				
A. Prevented the patient from slipping or falling throughout the procedure.	[ ]	[ ]	[ ]	[ ]
B. Maintained good body alignment for patient and himself/herself.	[ ]	[ ]	[ ]	[ ]

STUDENT SELF-CHECK KEY

Transfer Activities and Ambulation

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. F
9. T
10. T

STUDENT SELF-CHECK KEY

Terminology

1. I
2. F
3. A
4. H
5. C
6. B
7. D
8. G
9. E
10. J

STUDENT SELF-CHECK KEY

Teaching Crutch Walking

1. T
2. T
3. F
4. T
5. F
6. F
7. T
8. T